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ABSTRACT

A total of 16 items which deal with educational technology and which would be of interest to both school media specialists and to teachers are listed. The bibliography includes 11 books treating substantive issues in educational technology which have been published since 1968, one bibliography of resources in the field, and four periodicals. Detailed annotations for each listing give the author's goals, the topics he covers, and the audience at which he aims. Qualitative assessments by the reviewer provide indications of the worth of each of the 16 works. (PB)

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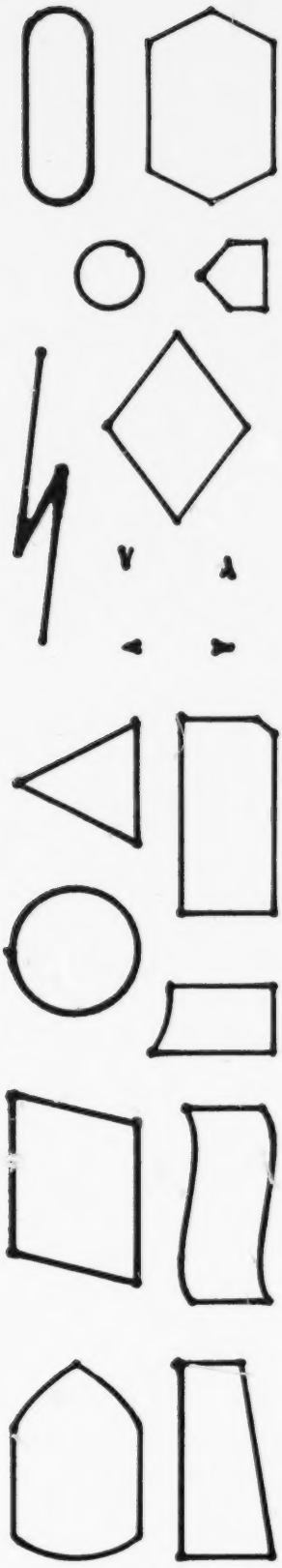
Educational technology . . .

. . . is a systematic way of designing, carrying out, and evaluating the total process of learning and teaching in terms of specific objectives, based on research in human learning and communication and employing a combination of human and nonhuman resources to bring about more effective instruction.

--To Improve Learning

. . . may now be defined more completely as continuing changes in educational procedures growing out of applied scientific research at the points where theory and practice meet, and resulting in increasing precision in the control of environmental factors through the coordinated action of personnel and instructional media in a man-machine system in the interest of more effective learning.

--William C. Trow



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EDUCATIONAL TECHNOLOGY: GENERAL

READINGS FOR THE SCHOOL MEDIA SPECIALIST

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Spring, 1973

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Books

Committee for Economic Development. The Schools and the Challenge of Innovation. New York: Committee for Economic Development, 1969.

The essays contained in this book are concerned primarily with the processes of instruction - often with the new instructional technology. Written by several experts in the field of education, the separate works attempt to deal with four areas: improved use of school resources, more effective evaluation and research, the challenge of innovation to teachers, possibilities and costs of instructional systems. Naturally all of the contributors do not agree on all points. However, the importance of educational innovation is universally stressed. Librarians as media specialists will find useful theoretical and practical approaches to the development and use of educational technology in this work.

P.C.

Raymond V. Wiman and Wesley C. Meirhenry, Eds.
Educational Media: Theory Into Practice
Charles E. Merrill Publishing Company, 1969.

A collection of eleven essays selected from Theory into Practice dealing with different aspects of the communications problem. Five general areas are covered: background, intellectual synthesis, physical synthesis, implementing elements and the conclusion. The book attempts to join theory and practice to create a whole. Particular emphasis is placed upon the utilization of materials and teaching aids. The authors stress the importance of upgrading education through the use of technological advances.

L.L.

Gerlach, Vernon S. and Donald P. Ely. Teaching and Media: A Systematic Approach. Englewood Cliffs: Prentice-Hall, 1971.

These authorities in instructional technology cast the teacher in a new role: a coordinator of learning resources in an instructional system. Blending the art and science of learning, the authors focus on the learner, the definition of objectives, instructional design, and the proper selection of media. The shift from tool competencies to an emphasis on systematic planning for instruction is evident. The design of this volume, with its photos, diagrams, and programmed exercises carefully chosen to implement specific objectives, illustrates the systematic approach. Following an introduction are I. Teaching and Systems II. Designing Instruction III. Arranging the Variables IV. Assessing and Evaluating V. Media Facts. A listing of AV sources and a media-subject matrix conclude this complete and well-reasoned work.

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Recommended for teachers and for media specialists and audiovisual personnel seeking a rationale for their support of the educational program.

M.S.

Jackson, Philip
The Teacher and the Machine
University of Pittsburg Press, 1968.

Impersonalization within the school serves as the book's focal point. The creation and maintainance of a humane environment is the fundamental goal in today's schools. Introduction of machines into the system is often viewed as a threat. It is pointed out, however, that some teachers are just as impersonal as computers. While machines are not condemned, their value is questioned. Unless utilized properly, machines can reduce, instead of increase, the teacher's availability to students. The value of machines lies in proper utilization. The gist of the book is best expressed by the author himself: "In most classrooms, as every teacher knows, the path of educational progress could be more easily traced by a butterfly than a bullet."

Recommended for the media specialist who would explore the relationship of teacher and machine.

M.P.

Lipsitz, Lawrence, ed.
Technology and Education
Englewood Cliffs, N.J., Educational Technology Publication, 1971.

Sixteen educators and producers of media join to produce this collection of essays from the journal Educational Technology. Discussed are the three levels of interaction between education and technology, computer replacement of teachers, gadgetry versus technology, and the capabilities of the various media. The collection reveals varied and sometimes conflicting viewpoints.

For the reader seeking selected articles from the leading journal in educational technology.

M.P.

Oettinger, Anthony G. Run, Computer, Run; the Mythology of Educational Innovation.

Vision points to a future with Mimex, a cultural memory or learning tool, which will place the learner at a console to tap an extensive information network. The teacher will serve as a guide. Yet teachers now reside in schools ideally designed to resist change. Time, effort, and money are

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required to overcome this inertia. Media specialists will find of special interest the author's listing of media properties.

Recommended for the reader who would separate the myth from the reality of educational technology.

M.S.

Saettler, Paul. A History of Instructional Technology. New York: McGraw-Hill, 1968.

In one of the first histories of instructional technology, the author traces, in detail, the development of instructional technology from the late nineteenth century to the present time. Saettler deals with this development in the context of American education. This book is not only a significant source for someone interested in the historical aspects of the subject, but it also provides a survey of the research done in recent years.

Sr. J.T.

Skinner, B.F.
The Technology of Teaching
Appleton-Century-Crofts, 1968.

With eyes focused on the behavior of the creative teacher and the creative student, Skinner explores educational technology, basing his arguments on the idea of the building blocks of human learning and understanding. Skinner contends that "a technology of teaching improves the role of teacher as human being." Proper application of educational technology increases teacher productivity. Such technology permits the teacher to teach more, in more subjects and to more students. This is not, however, an industrial "stretch out," for being more productive does not mean working harder. On the contrary, it means working under better conditions and for a more appropriate return.

Recommended for the reader eager to learn about the teaching-learning process from the pre-eminent behaviorist.

D.C.

Thompson, James J. Instructional Communication. New York: American Book, 1969.

The author relates communication, teaching, and the various media to the systems concept. The library media specialist may wish to read Media and Education (12) and The Concept of System (3) as starters. Addressed to teachers, with references and questions following each chapter, this non-technical book should be useful for all would-be educators.

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Thompson, Robert B. A Systems Approach to Instruction. Hamden, Conn.: Shoe String, 1971.

The ultimate goal is The Educated Person. The education must concentrate upon objectives and upon the straightest lines from the input to these objectives. Not a cure-all, the systems approach does furnish a defensible set of alternatives to present to anxious and interested citizens seeking specific and logical responses to their inquiries. The author develops his instructional system logically and thoroughly, discussing the systems concept, analysis of the goal and of the inputs, the domains, and the various aspects of design (twenty-four in all). Exceptional are glossary, bibliographies, and appendixes.

Recommended for the reader requiring a well-grounded theoretical approach to instructional technology.

M.S.

To Improve Learning: A Report to the President and the Congress of the United States by the Commission on Instructional Technology. U.S. Government Printing Office, 1970.

Often referred to as the Mc Murrin Report, this document constitutes the largest and most comprehensive attempt to identify the relationship of men, media, machines and processes in the schools. The study maintains a balance between reporting actual performance and citing potential contributions, between the myths and the realities of instructional technology. Instructional media specialists will find of special interest sections discussing the advantages of the educational technology approach to learning and the barriers to its adoption. One critic feels that the study's impact may well "sound the knell for the old audiovisual movement and hearld the new era of instructional technology." It is noteworthy that the Fall, 1970 AV Communications devoted one section to the evaluation of the study by several well-known educators. Bowker has published a two-volume edition of background papers prepared by eminent American educators.

Recommended as being a must!

E.R.

U.S. Department of Health, Education, and Welfare. Educational Technology, and the Teaching-Learning Process: a selected bibliography. Rev. ed. Washington: Superintendent of Documents, 1969.

Prepared to increase the efficiency and effectiveness of nursing education, this bibliography of titles from the sixties should be useful to all persons seeking information on educational technology. Comprehensive, this listing includes:

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Theoretical Formulations, Discussions and Critiques
Productive Thinking, Inquiry Thinking, and Critiques
Evaluation of Students
Educational Technology
- General
- Comparison of Teaching Methods
- Multimedia Approaches
- Films and Television
- Compressed Speech
- Programed Instruction
- Computer Assisted Instruction

Recommended for persons seeking periodical articles as well as those needing material on a specific aspect or on all facets of educational technology.

M.S.

Periodicals

AV Communications Review. Quarterly. Association of Educational Communications Technology.

Technical articles deal with development and applications of audio-visual aids to implement innovations in teaching and learning. Book reviews, abstracts of research and departments on teaching machines, programmed instruction and world communications included.

Recommended as of some value to the practicing media specialist.

Audiovisual Instruction. Monthly, Sept-June. National Education Association. Association of Educational Communication Technology.

Ten or twelve articles in each issue give practical information about audiovisual equipment and techniques. Indexes media reviews in other publications.

Recommended for all media specialists and teachers interested in educational technology.

Educational Technology. Monthly. Educational Technology Publications.

Issues characteristically present fourteen articles with references devoted to a special area or issue of concern to educators. Short reviews and one lengthly review of new publications in educational technology are invaluable.

Recommended: Indispensable for the media specialist who would join other educators in applying educational technology.

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Media and Methods; Exploration in Education. Monthly, Sept-May. Media and Methods, Inc.

Combines stimulating theory and practical how-to articles directed to creative and effective media use in high school classrooms. In each issue there are twelve to fourteen articles and special media review departments.

Recommended as a must for teachers and media specialists.

D.M.

"In most classrooms, as every teacher knows, the path of educational progress could be more easily traced by a butterfly than a bullet."

- Philip W. Jackson

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"Since old thinkers have not learned how to state new problems, we are mired in solutions that consist essentially of cosmetic rhetoric intended to obscure the systems of internal decay. These efforts to divert us from recognizing old-think itself as the primary cause of most of our problems."

-- Charles Weingartner

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I am not a digit, a thing, a stone.
I do not want to be counted, enrolled, graded, handled, manipulated.
I love;
I feel;
I laugh and cry
And I want to share this with you, <u>with you</u>!

-- Anonymous